INSTRUCTIONS:

- Answer all questions
- Answers should be written in the spaces provided
- Dictionaries or reference materials are forbidden
### Y3 KEY OBJECTIVES

<table>
<thead>
<tr>
<th>Objective</th>
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<tbody>
<tr>
<td>Read, write and order whole numbers to at least 1000; know what each digit represents.</td>
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<tr>
<td>Count on or back in tens or hundreds from any two- or three-digit number.</td>
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<tr>
<td>Recognise unit fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$, and use them to find fractions of shapes and numbers.</td>
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<tr>
<td>Know by heart all addition and subtraction facts for each number to 20.</td>
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<tr>
<td>Add and subtract mentally a ‘near multiple of 10’ to or from a two-digit number.</td>
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<tr>
<td>Know by heart facts for the 2, 5 and 10 multiplication tables.</td>
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<tr>
<td>Understand division and recognise that division is the inverse of multiplication.</td>
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<td>Use units of time and know the relationships between them (second, minute, hour, day, week, month, year).</td>
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<td>Understand and use £p notation.</td>
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<tr>
<td>Choose and use appropriate operations (including multiplication and division) to solve word problems, explaining methods and reasoning.</td>
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<tr>
<td>Identify right angles.</td>
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<td>Identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry.</td>
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<tr>
<td>Solve a given problem by organising and interpreting numerical data in simple lists, tables and graphs.</td>
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</table>

#### Other Objectives

- Properties of numbers and number sequences
- Addition
- Halves and doubles
- Rounding
- Mass
1. Write the next ODD number after these:
   26  
   35  
   27  

2. Complete the chain by adding.
   4  +20  
   +10  
   +20  

3. Put a circle round the weight you think is the most sensible.
   100g  
   1 kg  
   10kg
4. Write the number one hundred and seventeen in figures.

5. Write a digit in the boxes below to complete the number sentences.

\[5 + \underline{\hspace{1cm}} = 13\]
\[16 - 11 = \underline{\hspace{1cm}}\]
\[\underline{\hspace{1cm}} + 9 = 17\]
\[\underline{\hspace{1cm}} + 17 = 20\]

6. Put these numbers in order, smallest first.

106 255 133

smallest

228 178

7. Write the missing numbers.

\[16 \text{ half} \underline{\hspace{1cm}} \text{ half} \underline{\hspace{1cm}} \text{ half} \underline{\hspace{1cm}}\]

8. What is the total mass of these potatoes?

\[\underline{\hspace{1cm}} \text{ kg}\]
9. Round each number to its nearest 10. Draw arrows.

To the nearest 10 is

79 → 80
74 → 70
53 → 60
61 → 60
70 → 70

10. Complete this multiplication grid.

<table>
<thead>
<tr>
<th>x</th>
<th>2</th>
<th>5</th>
<th>10</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
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<td>6</td>
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<tr>
<td>8</td>
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</tbody>
</table>

11. What unit would you use to weigh each item? Write kg or g.

Scissors
Television
Bag of potatoes
Pen
12. Kate bought a toy with a £5 note. She was given these coins in her change.

£1  £1  5p  2p  2p

How much money does she now have? £

How much was the toy? £

13. Rita went into the doctors at 10.15 and came out at 10.40. How long was she in there?
14. Complete this shape so that the ‘dotted line’ is a mirror line.

15. Tick the shapes which are symmetrical.

A.  

B.  

C.  

D.  

E.  

(1)

(2)
1. Write the missing numbers.

\[
\begin{array}{ccc}
50 & 45 & 40 \\
\end{array}
\]

(1)

2. Jane cut a ribbon into two pieces, 7cm and 13cm.

a) How long was the ribbon before she cut it? 

\[
\text{cm}
\]

(1)

b) What is the difference in their lengths?

\[
\text{cm}
\]

(1)

3. How many children liked:

a) grapes? 

\[
\begin{array}{c}
7 \\
6 \\
5 \\
4 \\
3 \\
2 \\
1 \\
\end{array}
\]

(1)

b) apples?

(1)
4. Continue this number sequence.

| 166 | 176 | 186 |   |   |   |

5. Draw a ring round the numbers which are multiples of 10.

| 540 | 400 | 304 | 170 |
| 26  | 185 | 20  | 501 |

6. Write the missing numbers going in and coming out of the number machine.

IN

OUT

<table>
<thead>
<tr>
<th>IN</th>
<th>26</th>
<th>33</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUT</td>
<td>52</td>
<td>46</td>
<td></td>
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</table>

(1)  (1)  (2)
7. Colour matching fractions of each shape.
   a) half
   b) quarter

8. Write a fraction to match the shaded part of each shape.
   a)
   b)

9. Complete this multiplication grid.

<table>
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<tr>
<th></th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>9</th>
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10. Use all these 3 digits to make the largest 3-digit number.
11. Look at this bar chart and answer the questions.

**Fruit children like**

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Peach</th>
<th>Pear</th>
<th>Apple</th>
<th>Banana</th>
<th>Orange</th>
<th>Kiwi</th>
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<tbody>
<tr>
<td>12</td>
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<td>10</td>
<td>8</td>
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</table>

**Fruit**

1. Which is the favourite fruit? **Apple**
(1)

2. How many children like oranges? **6**
(1)

3. Which fruit do six children like? **Apple**
(1)

12. a) Jennifer bought four pens at 60p each. What change did she get from £5? **£1**
(1)

b) What coins might she get in her change? **50p, 10p, 5p, 2p, 1p**
(1)